

## Curriculum Overview

At Thringstone, we teach the core knowledge of the National Curriculum through creative, cross-curricular themes. Thringstone Primary School is committed to meeting the requirements of the primary curriculum.

Our curriculum is taught with the consideration of the needs of all learners. We strive to engage our children through an exciting curriculum which inspires children to develop a passion for learning, adds spark and energy to their lessons and encourages inquisitiveness, confidence and a strong sense of self-worth in our pupils.

We place a high emphasis on basic skills and as a result our children achieve well. We aim to produce well-rounded children who can play a positive part as tomorrow's citizens. We actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for others, such as those with different faiths and beliefs. In addition we work on developing the character, resilience and emotional well-being of our children.

During the year we have theme days and weeks, which allow children to develop their skills in a more focused way. There are also educational trips that reinforce learning taking place in the classroom. We have visits from a range of experts in their field -for example, musicians, historians and artists.

In line with most schools, we work from and develop the National Curriculum to meet our children's needs. In doing this we try to:

- Provide real experiences - We believe that children learn by doing, so we take them on lots of educational visits, invite speakers into school, bring in artefacts and interesting objects, use our environment to inspire learning.
- Encourage children to take a lead - We discuss with children what they want to find out about a topic and once the basics have been covered we ensure that there is time for children to direct how the learning will flow. This isn't to say that any of the rigour of the learning is lost, quite the opposite - if the children are really wanting to discover more about a topic then the quality of work they produce is often exceptional.
- Develop problem solving skills - We want children to be able to think creatively and question. We believe problem solving is key to their future success and the ability to tackle problems in a range of ways will help them succeed.
- Develop links with the community - Thringstone is an exciting place to come to school and learn; we want children to be aware that they are a central part of our community and have a role to play in that community. They are also part of a bigger national and international community. We have links with the local churches and continue to build links with other contrasting communities in the UK and in the wider world.

If you have any questions about what your child is learning at school do not hesitate to arrange a time to discuss it further with your child's teacher.

## Maths



Through developing their ability to calculate, reason and solve problems, mathematics teaches children how to make sense of the world

Mathematics is essential to everyday life, it is important in science, technology and engineering, necessary for the everyday use of money, and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically and a sense of enjoyment and curiosity about the subject.

We aim to support children to achieve economic well-being and equip them with the skills and ability to solve problems in a variety of contexts.

## Aims

The national curriculum for mathematics aims to ensure that all pupils:

- Become **fluent** in the fundamentals of mathematics, including the varied and regular practice of increasingly complex problems over time.
- **Reason mathematically** by following a line of enquiry, understanding relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- Can **solve problems** by applying their mathematics to a variety of problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

At Thringstone Primary School we support the children's development in numeracy, and use a variety of exciting resources to help motivate, support and challenge pupils in mathematical concepts.

## Teaching Place Value and Calculation Methods

To support the children in their understanding of place value and the calculation methods in the National Curriculum we have invested in some new resources. These resources support the aims in Maths as they:

- Develop fluency by using a visual, practical base to develop conceptual understanding and fluent recall.
- Help children to reason mathematically through the use of concrete objects and spoken language to explain and justify

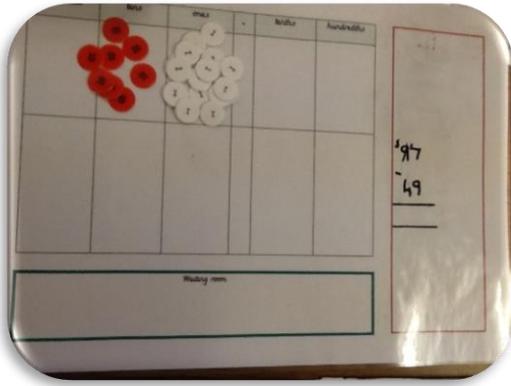
## Straws

These are used to develop the understanding of place value and as an introduction to early methods of addition and subtraction. They provide a visual and kinesthetic way for children to understand the concept of tens and ones.

## Base 10 equipment.

This provides a progression from the use of straws once children have a more secure understanding of tens and ones. It can be used to support the understanding of numbers up to 4 digits and the further development of calculation methods.

## Place Value Counters



These provide opportunities to consolidate understanding of place value and written calculation methods. Counters range in value from 0.01 to 10000 and are a great way for children to practise their skills with numbers up to five digits as well as decimals.

## Mental Arithmetic

At Thringstone pupils practise mental arithmetic. In Foundation and KS1 this is mainly within the maths lesson. In KS2 regular arithmetic tests take place in addition to the work in maths lessons.

## Times Tables

We expect children at Thringstone to develop a secure recall of the multiplication tables. Just like learning to walk before you can run, learning multiplication and knowing the times tables are building blocks for other maths topics taught in school - higher learning such as division, long multiplication, fractions and algebra. Pupils who do not know the times tables will find these levels of maths much more difficult than they need to be. We ask parents for support in helping their children to learn the multiplication tables.

## English

The ability to read and write well is a vital skill for all children, paving the way for an enjoyable and successful school experience.

Children learn and practise many of the skills that they need for reading and writing from a very early age. They do this through a wide range of activities and experiences at home and in school.

The main aim for English in the National Curriculum is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for enjoyment. The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

## Language and literacy

We will develop pupils' spoken language, reading, writing and vocabulary within the teaching of every subject. For children, understanding the language will provide access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

### Spoken language

Children will be taught to speak clearly and convey ideas confidently using Standard English. They will learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others and select appropriate ways to communicate. They will be taught to give well-structured descriptions and explanations and develop their understanding through exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing. To support this work in school, we encourage wide-ranging discussion at home.



### Reading

We will develop children's reading and writing in all subjects to support their acquisition of knowledge. Children will be taught to read fluently, understand extended prose (both fiction and non-fiction) and will be encouraged to read for pleasure. We will do everything to promote wider reading. We will provide library facilities and set ambitious expectations for reading at home. We teach reading through phonics, literacy lessons and as part of other subjects.

Reading is high profile and books are celebrated in school. Individual reading books in Foundation Stage and Key Stage 1 are banded by phonic phases. Children can choose a book from the band to which they are directed by their class teacher. These books are from a range of reading schemes. Individual reading books in Key Stage 2 are chosen by children from an extensive range of fiction and non-fiction in our school library. When necessary children are directed to banded books, 'quick reads' or appropriately challenging books.

Guided reading is introduced from Foundation Stage onwards. The class teacher works with a group of children to teach not only the decoding of words and the skills needed for fluent and expressive reading, but also comprehension skills.

Children are expected to read at home to an adult at least three times a week and for this to be noted in their reading record. We endeavour to provide good quality, exciting texts in order to inspire a love of reading.

### Phonics

Phonics is the systematic teaching of the sounds, or 'phonemes', that accompany the written letters ('graphemes') in English. It is designed to teach children to become confident and fluent readers by the end of Year 2. The school uses a systematic synthetic phonics programme from 'Phonics International' which has been validated by the DfE.

Phase	Phonic Knowledge and Skills
<i>Phase One</i> (Nursery/Reception)	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
<i>Phase Two</i> (Reception) up to 6 weeks	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
<i>Phase Three</i> (Reception) up to 12 weeks	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.
<i>Phase Four</i> (Reception) 4 to 6 weeks	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
<i>Phase Five</i> (Throughout Year 1)	Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.
<i>Phase Six</i> (Throughout Year 2 and beyond)	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.

All children in the school receive regular phonics teaching according to their level of ability. In Key Stage 2, phonics lessons also include teaching on spelling and grammar.

### Year 1 phonics screening check

At the end of Year 1, children will undertake a statutory phonics screening check. This is a short assessment to make sure that children have learnt phonics to an appropriate standard.

There are 40 words in the screening check which children are asked to read on a one-to-one basis with their teacher. The check is made up of 'real words' (eg. 'mud') and 'non-words' (eg. 'splog') and children need to apply their phonic knowledge to read all words.

Those children who do not pass the screening check in Year 1 receive additional support during Year 2 and are given the opportunity to re-take the check in that year.





## **Writing**

We would like children to be able to write at length, with accurate spelling and punctuation. They will be taught the correct use of grammar. They will build on what they have been taught to expand the range of their writing and the variety of grammar used.

Writing is part of almost all subjects within the school and children will be given a wide range of opportunities to produce texts in a variety of forms (e.g. reports; recounts; instructions; explanations; narrative to name but a few).

## **Handwriting**

From Foundation Stage, children in the school are taught to form letters correctly and to distinguish between capital letters and lower case. Understanding correct letter formation is key to subsequent successful joining of letters within the school's handwriting scheme. If you wish to support your child with handwriting practice at home, their class teacher will be happy to guide you.

## **Vocabulary development**

Children's command of vocabulary is key to their learning and progress across the whole curriculum. Teachers will therefore develop vocabulary linked to topic words and also increasing pupils' store of words in general. Through literacy skills teaching, children will expand the vocabulary choices that are available to them when they write. It is particularly important to introduce children into the language which defines each subject in its own right, such as accurate mathematical and scientific language.

## **Library**

Children are encouraged to visit the school library regularly and to select from the wide range of reading matter. Children may take their selected book home to share with family, providing parents agree.

We subscribe to the Schools Library Service, which provides the children with age-appropriate topic books on a termly basis.

## Science

At Thringstone we aim to teach Science topics in an interactive, fun and memorable way. Children are encouraged to think and work scientifically, which is a major part of the new curriculum and is at the heart of every science topic. We see investigations as an integral part of science teaching and learning.



Science is taught through discrete Science lessons as well as through our topic work and other areas of the curriculum to ensure the children are taught the skills and knowledge they need for the future. In addition, work that the children do in their science topics is a tool to support learning in literacy and maths.



## Aims

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.



## Forest Schools



All pupils at Thringstone Primary School have the opportunity to take in our Forest Schools Programme. This provides opportunities for children to develop self-esteem, self-confidence, to form positive relationships with others, to develop a growing awareness of their emotional needs and the needs of others, to learn to cooperate and work with their peers and adults and to develop strategies in order to take risks within the boundaries of safety.

This compliments our Science curriculum in many ways. The children are able to explore and experience the natural world through practical activities. They go out in all weathers, all year round, exploring and learning from the seasons and environment changes.

In particular Forest Schools supports the following areas of the Science curriculum:

- Habitats
- Impact of humans on environment
- Recognising different animals and plants
- Using materials
- Seasons and Weather



## Science

Primary Science is split into four areas:

- Scientific Enquiry (Working scientifically)
- Life Processes and Living Things
- Materials and their Properties
- Physical Processes

These are our Science topics in line with the New Curriculum:

- Year 1 – Plants, animals, human beings, everyday materials, seasonal changes, working scientifically
- Year 2 - All living things and their habitats, plants, animals (including humans), uses of everyday materials, movement
- Year 3 – Plants, animals (including humans), rocks, light, forces and magnets, investigative skills
- Year 4 -Living things and their habitats, animals (including humans), states of matter, sound, electricity
- Year 5 - Living things and their habitats, animals (including humans), properties and changes of materials, earth and space, forces, investigative skills
- Year 6 - Living things and their habitats, animals (including humans), evolution and inheritance, light, electricity



At Thringstone Primary School we follow a Topic and creative based Curriculum, using year group objectives extracted from the National Curriculum. Throughout the year the year topics are varied according to whole school, Key Stages and children's choice topics.

## History

We aim to make the study of history at Thringstone Primary School a rich and active experience. The children are taught a broad curriculum covering both British and world history, from ancient times to modern day. Through investigation, they develop enquiry and problem solving skills and also learn how past events have influenced our lives today.

As with other subjects, we adopt a cross-curricular approach with history. Links with literacy, art, geography, ICT, music, drama and dance are made as topic allows.

## Geography

Through our cross-curricular teaching of geography we aim to:

- Stimulate pupils' curiosity about their surroundings and the wider world.
- Increase their knowledge and understanding of the world, how it changes and their place within it.
- Develop pupils' competence in specific geographical skills (such as use of maps, ICT, aerial photographs and using evidence from a range of sources).
- Foster a sense of responsibility and respect for our school environment, the earth, its people and its resources.
- Encourage pupils to ask questions and propose solutions to environmental problems within Thringstone Primary School and the wider world.



## French

At Thringstone Primary School, we learn French in Key Stage 2 from year 3, having introduced pupils to spoken French in KS1 (songs and stories).

We believe that learning a foreign language is a valuable social and cultural experience for pupils and the children practise their listening and speaking. We focus on spoken French for communication first and then lay the foundation for their future written language learning. Children develop their linguistic competence and confidence through talk, games, singing and interactive activities and get an insight into French culture.

## Religious Education



At Thringstone we celebrate diversity and are committed to preparing our children to thrive in a multicultural world, which is rich in faiths and beliefs.

Religious Education encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. They have opportunities to share the experiences and ideas of others without making judgements, thus developing tolerance of others.

Pupils learn about the six main religions; Christianity, Islam, Hinduism, Judaism, Sikhism and Buddhism and all of the objectives are taken from the Leicestershire R.E Agreed syllabus.

Religious Education at Thringstone is taught in discrete lessons, through topic where applicable and during whole-school assemblies. We use a variety of resources to support the teaching of RE for example books, artefacts, DVDs, and visits to local places of worship.

## Music

Thringstone Primary School adopts creative approach to all subjects. We believe that all children should have the opportunity to experience, achieve and enjoy the four areas of music: listening, composing, performing and evaluating.

Music is taught through themed lessons and discretely. The skills based curriculum is formulated from both the National Curriculum aims and the Music Express scheme of work, so that the topics that the children study build upon prior learning.

All children in:

- Year 2 have weekly recorder lessons taught by the class teacher
- Year 3 experience singing as part of a large choir through the Vocal-ease annual choral project which is co-ordinated by a specialist music teacher
- Year 4 have weekly ukulele lessons taught by a specialist music teacher
- Year 5 & 6 have weekly djembe drum lessons taught by a specialist music teacher

Instrumental lessons are available for KS2 children and children have the opportunity to learn guitar.

## Art and Design



At Thringstone Primary School, we offer a range of art activities across the school and we encourage art as a means of expression, to communicate ideas and feelings.

Our children are presented with a variety of materials and techniques in the early years, which they continue to develop and apply as they progress throughout the school.

Children are encouraged to be creative, through the use of a variety of media and techniques in art and design. They develop skills in drawing, painting, 3D work, textiles, printing. Art is discretely or within our topic work. We use a range of materials, for example: paints (various types), pastels, clay, fabric, pencils and ICT. Children develop their ideas through peer, self and teacher evaluation and group discussion.

## Computing

At Thringstone Primary we try to use computers and new technologies as much as possible to enhance our curriculum and help children learn key skills. All classes have subject based lessons each week in our specialist Computer Suite to develop their computing skills.

Children also have access to computers and technologies where they can develop their discriminate use of them in across the curriculum.



In line with the new National Curriculum, children learn skills across a range of topics including coding and creating their own multi-media projects! There are also opportunities for them to develop and refine other computer life skills such as typing, word processing, data handling, creating and editing pictures etc. Central to all of the work covered is how to use the Internet in an effective way including how to keep safe, protecting our information and about cyber-bullying.

## Physical Education



Thringstone Primary School is committed to promoting the health and well-being of its pupils, staff and the wider community through physical activity.

Children receive weekly P.E. lessons from a Sports coach/Dance teacher. All pupils have two hours of weekly timetabled PE to develop the core skills they need to become well-rounded participants of sport.

Children are given the opportunity to swim weekly during KS2 and our aim is for all pupils to leave the school able to swim at least 25m.

We provide opportunities for children to take part in a range of tournaments both within school (Intra-competitions) between year groups and with other schools (Inter-competitions).



## PSHE and Citizenship



At Thringstone Primary School we regard PSHE and Citizenship as an important, integral component of the whole curriculum.

Children receive themed assemblies and class based sessions which cover themes to support **Health and well-being, Relationships and Living in the wider world.**



## Forest Schools



On site Forest school sessions are also used to practically develop personal and team work skills whilst supporting care of nature and the environment. Qualified Forest School leaders provide small groups of Foundation and Key Stage 1 children 6 sessions of Forest School sessions throughout the year, whilst classes of Key Stage 2 children receive sessions for 4 week blocks across the year.

